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Succeeding with Students with Special Needs For Paraprofessionals and Assistant Teachers ¹

This 15-hour program may be completed live, asynchronous self-paced online or synchronous online. Those paraprofessionals and assistant teachers who complete this program will receive a Ribas Associates Assistant Teacher Certificate for Special Education Competency. Ribas Associates also has programs for Ribas Associates Assistant Teacher Certification Competency in English Language Learning and in Social-Emotional Learning.

For pricing, call or email Dr. Ribas at the phone or email noted at the top of the page. Interested participants may receive one graduate credit for an additional cost of \$150.



Overview of Disabling Conditions in the Classroom

After this workshop, the participants will be able to:

- Identify the disability categories of students they serve
- Explain the difference between providing a modification and an accommodation
- Find the information in an IEP they need to service students
- Explain the importance of confidentiality
- Practice effective strategies for communicating with both general and special education teachers
- Practice the art of helping, while not overly assisting, a student with special needs (a.k.a. avoids learned helplessness).

¹ This program also fulfills the MA ESE requirement for 15 Special Education PDPs for educator license renewal. For other states, each of the modules provides 3 CEUs, for a total of 15 CEUs.

Executive Function: Strategies for Teaching and Learning

The term "executive functioning" has become a buzzword in schools and elsewhere. Both general and special education assistant teachers (paraprofessionals) and family members, have long observed that many students have difficulty with such things as planning, organization, maintaining attention, getting started on a task, remembering homework, and self-monitoring – all characteristics of executive functioning.

Executive functioning affects learning and performance in school and in life. Assistant teachers and paraprofessionals can support students with executive functioning difficulties by teaching and working with students on both general and task-specific strategies that they can use to develop the core skills needed to self-monitor and take control of their schoolwork and their daily lives.

This workshop explores ways to guide students and facilitate the development of self-management skills. In each area of executive function, we will learn strategies that can be used by a teacher, a paraprofessional, or a family member to support the student. In addition, we will discuss ways to teach students how to design and use their own self-management strategies.

Expected outcomes of the workshop:

- Recognize executive function difficulties in the classroom
- Identify strategies and skills for organizing and managing time, materials, work area, and homework
- Identify strategies and skills for organizing ideas and written work
- Identify ways to help with initiating a task
- Develop ways to teach students strategies to use independently

Working in Classrooms with Students with Neurological and Emotional Disorders

After this workshop, participants will be able to:

- Explain the various aspects of Autism Spectrum Disorder and what to expect when working with a student with this diagnosis
- Explain the various aspects of ADD and ADHD and what to expect when supporting students with this diagnosis
- Demonstrate strategies that support a student with emotional and/or behavioral challenges in the classroom



Working with Students with Behavioral Issues

After this workshop, the participants will be able to implement the nine components of effective student management, including:

- Implementing individual contingency plans for students with behavioral issues

- Implementing classroom rules and routines that maximize the level of respectful, on-task behavior of all students
- Implementing a system of rewards and consequences for reinforcing respectful, on-task behavior with difficult students
- Obtaining the attention of students at the start of lessons, after group and partner activities, after interruptions, and after student attention has deteriorated
- Creating respectful student-educator and student-student relationships
- Using physical proximity and the physical design of the workspace to improve student behavior
- Developing student skills to work effectively in groups

Teaching and Reaching Your Students on the Autism Spectrum

Participants who take this program will be able to answer the following questions:

- Why is this diagnosis so prevalent? What is the latest research on early diagnosis?
- What do I need to know about working with learners with social pragmatic deficits?
- How do I help students with social deficits learn to understand body language and personal space?
- What does it mean to be tactile defensive?
- How do I structure my learning environment to make students with Autism Spectrum Disorder (ASD) more welcome?
- How to use differentiated instruction more effectively with students with ASD?
- What about the other students? What do they need to know?
- What is meant by “Explicit Instruction?”
- How do I capitalize on the learning strengths of children with ASD?
- What does it mean to “think in pictures?”
- Discussion of a variety of behavioral methods from ABA, to Floor Time to Life Experience and other methods recognized in the field.
- What are the post-secondary options for children with ASD? —
Yes, attending college is now an option for many!

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